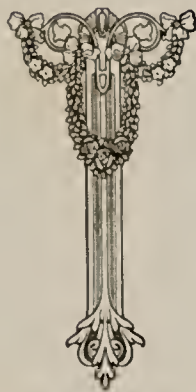


The
Class Book
of
1924



Thomas Snell Weaver High School
Hartford, Connecticut

**This Book belongs
to**

With a deep sense of appreciation
we respectfully dedicate
this volume
to

William C. Holden

Our principal,
friend
and co-worker



WILLIAM C. HOLDEN

THE CLASS BOOK OF 1924

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Herbert G. Watson

Asst. Business Manager

Doris M. McKean

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E. Mercedita Fisher

W. Hadley Pratt

Cecelia Svirsky

To the first graduating class of the Weaver High School we present this, their Class Book. It was at first thought impossible that we should have such a book, but thanks to the co-operation of friends whose assistance we gratefully acknowledge, the publication was made possible.

We hope that you, the class of 1924, will enjoy this volume as much as we have enjoyed working on it, and that in years to come you will look here to renew old acquaintances, and find this book a worthy memorial of the Class of 1924.

C. E. H.

CLASS OF 1924

Class Motto

"Fides et Vertus"

Class Colors

Green and White

Class Day Chairman

Isadore Levine

Chairman Reception Committee

James L. Kennedy

Historians

W. Hadley Pratt
Etta M. Weiner

Orator

John T. Barrett

Prophets

Helen F. Croll
Louis J. Rulnick

Treasurer

Herbert C. Watson

Essayist

Marguerite I. Cowles

Marshal

Harold F. Watson

Reception Committee

Walter O. Green
Florence L. Gleason

Color and Motto Committee

Harold Smyth
Lenola Antupitzky
Josephine Sutherland

Pin Committee

Sarah M. DuBrow
Isadore Levine
Etta Weiner

Elections Committee

Marguerite Cowles
Herbert G. Watson

CLASS ROLL

GIRLS

Lenola Antupitzky
Orpha Ashwell
Eva R. Beckerman
Edith L. Bennett
Julia L. Berger
Barbara Bill
Miga N. Codraro
Lillian Cohn
Marguerite I. Cowles
Helen F. Croll
Sarah M. DuBrow
Molly Eager
Essie E. Epstein
Esther Feir
Rosalind Feldman
E. Mercedita Fisher
Minnie Gerstein
Emma Garber
Rose B. Gipstein
Florence L. Gleason
Bernadette C. Hoye

Dorothy G. Ives
Reeva Joseph
Ada Katzman
Rose Kappel
Lillian L. Kelly
Pearl M. Kostin
Doris M. McKean
Leonora Noack
Catherine Plato
Hilda N. Raphael
Sophie F. Rosenfield
Evelyn R. Segal
Julia E. Sklarinsky
Marie A. Sullivan
Josephine Sutherland
Cecelia Svirsky
Esther L. Troub
Etta M. Weiner
Fannie Wernick
Sarah R. Youlovsky

BOYS

Harry Arenson
John T. Barrett
Stanley J. Bishop
Arthur W. Fine
Joseph E. Fournier
Walter O. Green
Carlton E. Hill
James L. Kennedy

Isadore Levine
W. Hadley Pratt
F. Warren Rice
Maurice E. Rosenblum
Louis J. Rulnick
Harold Smyth
Harold F. Watson
Herbert G. Watson

CLASS BOOK OF NINETEEN TWENTY-FOUR



LENOLA ANTUPITZKY

"I always work with all my might."

Northwest School; C.H.L.S. (4), vice-president (4); W. French Club (4); Classical Club (4), Ex. Comm. (4); Athena (3).

Her name always comes at the head of the list, whether on the room list, or among those who organized a new club. Lenola is one of our hard workers, and no venture is complete without her aid.

HARRY ARENSEN

"He is well paid that is well satisfied."

Washington Street School; H. Orchestra (3); Boys' Club (3); W. Science Club (4).

Harry is everybody's friend, and knows everything that is going on. He shows a rare burst of genius in chemistry, but is generally content to let someone else have the honors.



ORPHA ASHWELL

"She has two eyes so soft and gray; take care!"

Northeast School; H. Business Club (3); Vesta Club (3); W. Business Club (4); Girls' League (3).

"Awful Bashful" was derived from this young lady's name, but from all evidence the nickname does not suit her very well. She has a way all her own with the boys, especially dimpled boys.

JOHN T. BARRETT

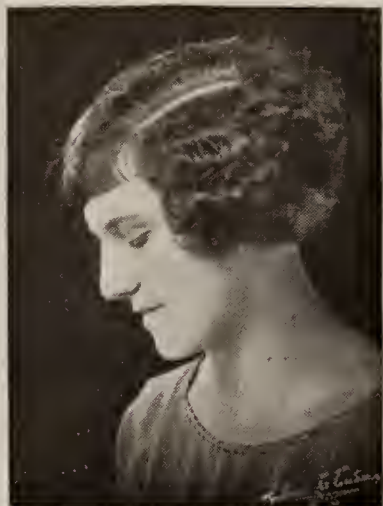
"I haven't never been to school—I aint had no eddication."

St. John's School, Middletown; Class Night Orator (4); Choir (4).

Our flowery-tongued orator. Can't you see the doors of Congress opening for his kingly step? I thought so—we can't! The queerest thing about it was that he sprang up over night.



CLASS BOOK OF NINETEEN TWENTY-FOUR



EVA R. BECKERMAN

"Brunette, statuesque, the reverse of grotesque."

Henry Barnard School; H. Spanish Club (3); W. Business Club (4); C.H.L.S. (4); Thrift Comm. (4).

Our little "Eve". Be careful lest the snake prevail upon you! Apples soar skyward this year. She was always on the honor roll, no matter how hard she tried to get off. Hard luck—hard luck!

EDITH L. BENNETT

"A mill-stone and the human heart are driven round and round."

Northeast School.

"Tripie" hasn't come out much in school life, but that doesn't make her entirely unknown to us. In fact it is asserted that she is some little dancer. The boys have enjoyed her stay with us, anyway.



JULIA L. BERGER

*"The imitation soon will disappear,
But 'Jewel' remains there bright and clear."*

Northwest School; Vesta Club (3); W. Art Club (4); Home Economics Council (4); Home Economics Club (4); Choir (4).

We don't hear much about "Jule" as she is called. Some say she is very wise. So is the owl, and besides, Polonius said, "Brevity is the soul of wit."

BARBARA BILL

*"I know a maiden fair to see,
Take care!
She can both false and friendly be!"*

Northwest School; Classical Club (4).

Bob is not hard to look at, and she is a good dancer. Yet the class did not hand her a very good reputation. The reason is too evident—there are more girls than boys!



CLASS BOOK OF NINETEEN TWENTY-FOUR



STANLEY J. BISHOP

"This man is quiet, shy, but courteous."

Northwest School; Boys' Club (3); "Chronicle" (4); W. Business Manager (4); Weaver Club (4); W. Science Club (4), treasurer (4); Classbook Editorial Board (4).

From the vote of the class we would draw the conclusion that Stan is all that's gentle, kind, and dainty. But don't believe all that you hear. He has an over-developed faculty of getting excused from gym. Let him disclose the secret; we crave information!

MIGA N. CODRARO

"I have promised, and I'll be as good as my word."

Brown School; W. Glee Club (4).

A quiet, steady individual who is so bashful that she won't recite in class.



LILLIAN COHN

"Wisdom and innocence combined."

Alfred E. Burr School; 2. Business Club (4), vice-president (4); C.H.L.S. (4).

"Lil" rather gave the impression of innocence than wisdom, but her name on the honor roll proves the presence of both characteristics.

MARGUERITE I. COWLES

"Our undertakings are but toils, and troubles, and heartbreakings."

Northwest School; Girls' Leaders' Corps (3) sec. and treas. (3); W.H.S. Dramatic Club (4); Class Night Essayist (4).

Yes, this young lady was one of our efficient tellers. An athlete and an actress is she. But as for the latter, Peg heartily agrees that she does not think her name will ever shine in the white lights.





CLASS BOOK OF NINETEEN TWENTY-FOUR



HELEN F. CROLL

"She rose upon a wind of prophecy, dilating on the future."

Northwest School; Vesta Club (2,3,4); Spanish Club (3); W. French Club (4), Ex. Comm. (4); C.H.L.S. (4); Thrift Comm. (4); Prophetess (4).

What's this? Most sarcastic! Indeed! Though this was the opinion of the class, it is most emphatically denied by our fair Helen. She is quite an independent young Miss. We wonder what Mr. Crowell's class would do without her. The class thinks that she deserves an A.

SARAH M. DUBROW

"Now will I show a fair pair of heels."

Northeast School; W. Girls' Business Club (4), president (4); C.H.L.S. (4), secretary (4); cashier (3,4); K.B.L.S. (3); Student Council (4); "Owlet" bookkeeper (3,4); 1st scholarship prize (1); 2nd scholarship prize (2,3) Valedictorian (4); Parliamentary Law Club (4), president (4).

Without a thought for our feelings, "Sally Ann" has left us in the dust. With pride we point to our Sally. As you see from looking at her photograph, she has an intelligent face—and she's so modest!



MOLLY EAGER

"Few know her well, she is so quiet."

Northeast School; W. Girls' Business Club (4).

She moves demurely in our midst, with an occasional saying to make us aware of her presence.

ESSIE E. EPSTEIN

"There is but one proof of ability—action."

Northwest School; K.B.L.S. (3); W. Glee Club (4), Ex. Comm. (4); C.H.L.S. (4), president (4); Classical Club (4), president (4); W. French Club (4), vice-president (4); Salutatorian (4).

And Essie certainly is there with the action. She is always busy, but nevertheless, always has time to give a friendly greeting to all. It was rumored that she was going to run for president of the United States, and we shouldn't be a bit surprised to see her occupying the White House some day.





CLASS BOOK OF NINETEEN TWENTY-FOUR



ESTHER FEIR

"A creature fond and changing, fair and vain."

Northwest School; H. Spanish Club (3).

Potatoes, bread and whipped cream don't agree with Esther. We wonder why.

ROSALIND FELDMAN

"A thing begun is half done."

Henry Barnard School; H. Glee Club (2); W. French Club (4); W. Business Club (4), Ex. Comm. (4); C.H.L.S. (4).

Rosalind did not make herself over-conspicuous among our number, but we noticed that when she began a thing she always finished it to her credit.



ARTHUR W. FINE

"Hear, Nature, hear! Dear Goddess, hear!"

Northwest School.

He who has once heard Archie's recitations in Civics or History will realize that he is not content to remain unknown. We firmly believe that he spent all his spare time immersed in books on those subjects.

E. MERCEDITA FISHER

"As stately as a deer with antlers."

Northwest School; Sketch Club (3,4); Editorial Board of Classbook (4).

Mercedita is trying hard to decide whether or not she wants to be a nurse. We are sure she will succeed at anything she attempts, and wish her lots of luck.



CLASS BOOK OF NINETEEN TWENTY-FOUR



JOSEPH E. FOURNIER

"In a wooden house a golden room we often find."

St. Anne's School; Thrift Committee.

He's rather a quiet chap, and he isn't so great on the girls. They say still water runs deep, though, and from what we know of Joe we are sure he will succeed at whatever he attempts.

EMMA D. GARBER

"Present in body, but not in spirit."

Northeast School.

Emma's mind is always about 150 miles from here, but she manages to give us a thought now and then. She drops in at school about once a week to see how the rest of us are getting along.



MINNIE GERSTEIN

"Less noise, less noise!"

Northeast School; Athena (3,4).

The English class was quiet. Not a sound could be heard. We looked for the cause and saw an empty seat—Min was absent!

ROSE B. GIPSTEIN

"Don't crowd; the world is large enough."

Arsenal School.

If we knew more about Rose we could write a lot more about her. She is, however, one of the strangers in our midst.



CLASS BOOK OF NINETEEN TWENTY-FOUR



FLORENCE L. GLEASON

"I dote on his very absence."

Washington Street School.

Florence is fine company on the way home from school. Ask Harold, he knows. She's a good dancer, too.

WALTER O. GREEN

"His head's as full of quarrels as an egg is full of meat."

Junior High School, St. Johnsbury Vt.; Sketch Club (3,4), business manager (3).

Walter is a natural born artist. Some of his pictures are gorgeous. The class thinks he is the most serious. If you ask him for an explanation, he will point to the owl and say, "Silence!"



CARLTON E. HILL

"I never knew so young (?) a body with so old a head."

West Middle School; "Chronicle" editorial board (3,4), asst. editor (4), editor-in-chief (4); H.P.H.S. Dramatic Club (3,4); W. Dramatic Club (4), president (4), "A Chinese Flapper" (3), "Daddy-Long-Legs" (4), "Three Live Ghosts" (4); Weaver Club (4), chmn. Ex. Comm. (4); W. Student Council (4), president (4); Boys' Club (3,4); Editor-in-chief of Classbook (4); Thrift Comm. (4).

Ah! The height of ambition. Here he is, the absolutely unsurpassible editor of "The Chronicle"—(they all are). We hope he doesn't get conceited. Some day you may see "Hilly" become a minister—or a plumber; *he* says minister. Well, keep up the good work.



BERNADETTE C. HOYE

"I did not mean to chide you."

Northwest School; Vesta Club (3,4); A.A. (2,3,4). Home Economic Club, president.

"Bernie was named the most dignified by the class. We often wonder just how perfect the class's judgment was. She has rather forbidding manners, but nevertheless she was an asset to the class of '24.



CLASS BOOK OF NINETEEN TWENTY-FOUR



DOROTHY G. IVES

"Come, come! Leave your books and be merry."

Northwest School; W. Girls' Business Club (4); Tawasi (3); Class Basketball (4).

One of our merriest members was Bobby. She tried to fool us all by changing her name. What's the use? You'll probably have to change it again soon.

REEVA JOSEPH

"Why should life all labor be?"

Northeast School; W. Glee Club (4), vice-president (4); Girls' League (3); Tawasi (3).

Never mind, Reeva, there is some work that is distasteful to the best of us. We do hope, though, that you can divert your mind from other absorbing interests enough to decide about the future.



ROSE KAPPEL

"Well dost thou thy talent display."

Northeast School; Interior Decorating Club (3), Secretary (3); Sketch Club (3,4); Home Economics Council (4), president (4); W. Business Club (4).

At the rate she is now going, Rose ought soon to be in the class with Raphael and Rembrandt. Well, go to it, Rose! You deserve it.



ADA KATZMAN

"The multitude is always in the wrong."

Henry Barnard School; W. Girl's Business Club (4); Choir (4).

"You can fool some of the people some of the time, but you can't fool all of the people all of the time."



CLASS BOOK OF NINETEEN TWENTY-FOUR



LILLIAN A. KELLY

"A quiet lass; there are but few who know the treasures concealed in you."
Gardner High.

Somewhere we have heard that silence is golden. If this is true, we cannot doubt that Lillian's wealth is fabulous.

JAMES L. KENNEDY

"What should be said of him cannot be said."

Northwest School; H. Commercial Club (3); Chairman of the reception committee.

J. Leo had some mysterious work outside of school that kept him out of class activities. If such had not been the case, he would have made quite a name for himself.



PEARL M. KOSTIN

"Be gone dull care, thee and I shall never agree."

Northeast School; W. Girls' Business Club.

Pearl never did exert herself studying for she prefers to study matters in the form of spring hats, sport clothes, etc. We wonder if Pearl is going to be a librarian.



ISADORE LEVINE

" 'Tis not what he did, but what he said, hath brought him unto this."

Arsenal School; H. and W. Glee Clubs (3,4); Hopkins Debating Club (3), Triangular and Batterson Debates (3); W. French Club (4), president (4); Weaver Club (4), president (4); Classical Club (4); Class Chairman (4); Pin Comm. (4); Student Council (4).

Izzie needs no introduction to you. He is several presidents, etc., all in one little person. We expect to see him become a successful lawyer. Indeed, his executive ability ought to fit him for some place where there isn't much work to do.





CLASS BOOK OF NINETEEN TWENTY-FOUR



DORIS M. McKEAN

"O, well done! I commend your pains."

Northwest School; Classical Club (4), vice president (4); Weaver French Club (4), Chmn. of Ex. Comm. (4); Girls' League (3); Asst. Business Manager of Classbook.

Doris is one of our conscientious workers who always manages to get her share done. "Valuable" in every sense of the word.

LEONORA A. NOACK

"Let me have audience—I am sent to speak."

Brown School; Spanish Club (3); H. Girls' Business Club (3); Tawasi Club (3).

"Frenchy" certainly has the "gift of gab!" This is especially so in her economics class. She has her own ideas about everything, and *will* be heard.



W. HADLEY PRATT

"He draws out the line of his verbosity longer than the staple of his argument."

Northwest School; "Chronicle" Editorial Board (4); Boys' Club (4); W. Glee Club (4); Weaver Club (4), Ex. Comm. (4); Science Club (4) Secretary (4); Classbook Editorial Board (4); Historian (4).

W. Hadley Pratt, our most capable, our expert radio artist, our chem. shark, and, most important, one of our leading authors! (We are really attempting to make him conceited.) He is rather inclined towards making windy arguments out of mere trifles, however, and therefore he is not the perfect man we are seeking.

HILDA N. RAPHAEL

"I know not where I am, nor what I do."

Northwest School.

Hilda has always aspired to be a great actress. We expect to see her on Broadway before long. She'll probably have a lace frill in her hair, and wear a little white apron, and will gracefully glide in with a name card and gracefully glide out again.



CLASS BOOK OF NINETEEN TWENTY-FOUR



F. WARREN RICE

"Prescribe not us our duties."

Northwest School; Student Council (3); Boys' Club (1,2,3,4); A.A. (1,2,3,4).

Someone once told Mutt that there wasn't a single school rule that he hadn't broken. We shouldn't wonder if there was more truth than poetry in that statement. He really didn't want to stay with us this last half-year, but fate and the teachers were unkind.

SOPHIE F. ROSENFELD

"How her silence drinks up her applause."

Arsenal School; C.H.L.S. (4), Ex. Comm. (4), Home Economics Club (4); Tawasi Club (3).

Quite demure, quite quiet. Her nickname is "SO"—so sensible. Everyone likes her. She has that charming personality, don't-cha-know.



LOUIS J. RULNICK

"While the rest of the world slept, he grew."

Henry Barnard School; H. and W. Glee Clubs (2,3,4); Weaver Club (4); W. French Club (4), secretary (4); Classical Club (4).

Suddenly from our midst sprang Louis, and before our very eyes captured the prophecy. Then was he besieged on every side with, "Put me in for something good!" Poor Louis!

EVELYN R. SEGAL

"A very merry, dancing, drinking, laughing and unthinking time."

Northwest School; H. and W. Glee Clubs (3,4).

It is every woman's privilege to change her mind, and this young lady has always been in favor of woman's rights. Just leave it to "Ev" to get her man. Never mind, they say variety is the spice of life.





CLASS BOOK OF NINETEEN TWENTY-FOUR



JULIA E. SKLARINSKY

"Such sweet compulsion doth in music lie."

Northwest School; Junior Orchestra (1); H. and W. Senior Orchestra (2,3,4), Concertmistress (4); H. and W. Glee Clubs (1,2,3,4); Class basketball team (4).

Here we have the first concertmistress of the Weaver High Orchestra. Quite an honor that! It is also asserted that she is a good sport.

HAROLD SMYTH

"He was a good man and a just."

Northwest School; H. Tech. Club (3); W. Science Club (4), vice-president (4); Weaver Club (4); "Chronicle" Business Board (4); W. Basketball Team (4); W. Football Team (4) A.A. (3).

We do not believe that Harold has an enemy in the world, because he never gave anyone a chance to have a grievance against him. If slow and steady wins the game he will surely get there.



MARIE A. SULLIVAN

"I am the very pink of courtesy."

St. Joseph's School, Bristol; Vesta Club (3,4); W. Girls' Business Club (4); Choir (2,3,4).

Very quiet and gentle, very ladylike, in fact, but she powders her nose like the rest of them. Her favorite subject is chemistry—hates it like poison! She never did like formulas of any kind after they paved the walk with her first biscuits.

JOSEPHINE SUTHERLAND

"Whatever anyone says or does, I must be good."

Northwest School; Classical Club (4); Choir (3,4).

To show her appreciation of the building and its inmates, "Joe" has decided to spend another year within its portals— Every man to his taste.



CLASS BOOK OF NINETEEN TWENTY-FOUR



CECELIA SVIRSKY

"Truly we envy not, we marvel rather."

Northeast School; Girls' League (3); "Owlet" Board (4); W.H.S. Dramatic Club (4), Ex. Comm. (4). "Three Live Ghosts" (4); C.H.L.S. (4); Class-book Editorial Board (4); Home Economics Club (4).

Here we have the second great Svirsky. But, wonderful to behold, she has departed from her brother's footsteps and chosen the "Owlet" rather than the "Chronicle" for her path to fame. She is also quite an actress, and *almost* convinces us that she's an English lady of the poorer class.

ESTHER L. TROUB

"Let's talk, my friends."

Arsenal School; Classical Club (4); Tawasi Club (3); Class Basketball team (4).

Esther evidently does not believe in the saying that "children should be seen and not heard."



HAROLD F. WATSON

"I am not only witty in myself, but the cause of that wit is in other men."

Northwest School; Boys' Club (1,2,3); H. Track Team (3); W. Basketball team (4); Class Marshal (4).

Behold the fleet-footed athlete! Every class must have at least one athlete, so Harold arose to make one for us. How well he has succeeded! And of course there's nothing like a sprained ankle to help things along!

HERBERT G. WATSON

"Much virtue in herbs, little in men."

Northwest School; Tech. Club (2,3,4); Ex. Comm. (2); H. Track Team (3), letter man (3); H. Leaders' Corps (3); Class Treasurer (4); Business Manager of Classbook (4).

We see a great man in Herb. We also see courteousness and pep. An all-around good fellow, and very, very useful. But then, all Herbs are useful.



CLASS BOOK OF NINETEEN TWENTY-FOUR



ETTA M. WEINER

"The cynosure of neighboring eyes."

Arsenal School; H. Glee Club (3), president (3), W. Glee Club (4), president (4); Pin Committee (4); Student Council (4); Historian (4).

What would our class be without Eddy, and what, oh what would The Bond be without her every Saturday night?

FANNIE WERNICK

"If thou art sleeping, maiden, wake and open up they door."

Northwest School.

We know she was with us because we saw her in her seat each morning. Yet what her ability is, beyond being pleasant to all who come in contact with her, we know very little about.



SARAH R. YOULOVSKY

"Slow and easy."

Northeast School; W. French Club (4); Classical Club (4).

Sarah may be slow, but nevertheless she gets there.

CATHERINE PLATO

"Her modest demeanor 'twas a pleasure to know."

Arsenal School.

Have you noticed any of Catherine's hand-made dresses? She spends much of her time in the sewing room and makes them with her own fair hands.

GRADUATION PROGRAM

Salutatory	Essie E. Epstein
The Lure of the Forbidden	Lillian Cohn
Music	The Orchestra
Restrictions on Immigration	Harry Arenson
Old Shoes I Have Known	Etta M. Weiner
Music	The Orchestra
Safeguarding Our Future	W. Hadley Pratt
Living Up to One's Neighbors	Helen F. Croll
Music	The Orchestra
Problems Governing the Destiny of America	Carlton E. Hill
Valedictory	Sarah M. DuBrow
Presentation of Diplomas	Fred D. Wish, Supt. of Public Schools



CLASS NIGHT PROGRAM

Address of Welcome	Isadore Levine
Oration	John T. Barrett
Piano Solo	
Essay	Marguerite Cowles
Song	The Class
History	W. Hadley Pratt, Etta M. Weiner
Violin Solo	
Prophecy	Louis Rulnick and Helen Croll
School Song, "Weaver High" by Rosalind Feldman	The Class

CLASS NIGHT CHAIRMAN'S ADDRESS

Ladies and gentlemen: Along the course of the human experiences of all of us are set the mileposts of events and anniversaries whose recurrence marks the flight of time. These posts are not planted by time, but are set by ourselves. Tonight is class night. Hence it is indeed a grand and fitting occasion for us to assemble within these hallowed walls to drive a new post to mark the graduation of the class of 1924, the first and proud offspring of the Weaver High School. It is here that the students have learned to cultivate cheerfulness in thought and expression, and sociability in association and inclination; and it is here that our fondest recollections will revert, as we pass by each recurring milepost, with more and more solemnity.

As far as we are concerned, there are three main reasons for having class night exercises. The first is to make us forget our troubles and be happy. Now we are perfectly justified in being happy, for we no longer have to look forward to the dread of examinations, and our books have been sent back to the book-room. The second is to uncover any talent which may be lying dormant within us. Probably the history will be such a success that the historians will conceive of the idea of writing histories as a future profession. Who knows but what some musician, inspired by the over-

whelming applause, will pursue his study of music with more zeal and become a genius? The third purpose is one that suggests vocational guidance. That is, if a boy is planning to study medicine, probably the prophet will tell him that he would make a better janitor than a doctor; or if a girl is contemplating becoming a school teacher, the prophetess may tell her that she would make a better stenographer. Of course, if any of the members of the graduating class have made decisions as to what courses of study they will pursue in the higher fields of education, it is my advice that they make no alterations in their decisions until they have consulted their principal or teachers.

As for you, our guests, we realize that you all have your troubles. We know how hard it is to keep maids for more than two months. We realize that trouble you have in making your Fords run on all four cylinders. We know what difficulty you have in getting your children to go to school on a fine spring morning. For these reasons we have arranged a program whereby we may all enjoy ourselves.

Therefore, in the name of the class of 1924, I want to take this opportunity to bid you all a cordial welcome.

ISADORE LEVINE,
Class Night Chairman.

THE CORRIDORS

Strolling leisurely down the corridors before school, between classes, at recess, and after school, the onlooker may see many groups of students, and overhear various kinds of conversation. Among the Weav-ites there are pupils whose ages range from twelve to twenty years, who are from two to seven feet in height, and whose subjects of conversation range from toys to college "proms."

During the first week of our occupancy in this new school, no outstanding groups were discerned by the onlooker, because the pupils felt strange in their new home so that they clung together. This condition is more or less similar to the first days of attendance at any school. Each pupil had questions to ask the other, whether it was for information concerning the locality of a certain room or teacher or concerning the building itself. As time went on this immense mass subdivided into groups.

If the onlooker should study the student body now, he might classify them into two definite groups: the moderns and the anti-moderns. The most distinguishing traits of them are their style of clothes, their actions and their conversations.

Upon entering the school at 8:00 o'clock in the morning one sees a group of students the majority of whom are from the two lower classes with a few members from the junior and senior classes. The girl of this clique usually has her long curls trailing down her back with a big bow on her hair while her dress, which is most alwaysingham, is very short. Although her arms are full of books, she wears an innocent smile. One of the group who appears to be worried to death, says, "I couldn't do two of those algebra examples. I'm afraid Miss Blank will scold me." The anti-modern boys, who are seen at the other end of the hall, are clothed in short trousers. They are discussing a Latin translation. When, upon seeing a group of girls, one exclaims, "I hate this school." "Why?" asks one of his friends. "Because there's too many girls here. They spoil it." The anti-modern

boy's bashfulness prevents him from conversing with anti-modern girls.

At 8:20 an entirely different class of students comes trailing in. These are the moderns. The male, with his flapping bell bottomed trousers, and the miss with her long skirts, come along together. As they approach one hears the male say, "Went to a dance last night. Didn't get home until early this morning. You ought to hear the bawlin' out I got. My dad was furious." To which she says, "That's nothing to worry about. I went out with the cutest fellow; I forgot all about my formal theme which is due today. If I don't pass English I won't graduate." As the warning bell rings at 8:29, a couple of modern girls come rushing down the corridor, calling, "Anybody got a comb? Let's take yer powder puff? Thanks, you're a life saver." After she has adjusted her dress, arranged her boyish bobbed hair and powdered her nose, she trots to her session room.

In between classes we see this modern boy relating the story of his last night's entertainment when suddenly he exclaims, "She was the berries! And could she dance? Oh Baby!" But realizing that they are approaching a classroom, one hears many exclamations of sorrow: "Let's see your trig." "Got yer history done? Holy smoke! I have a special topic due today. What shall I give for an excuse? Was I sick? No, that's the old stall. I know. My mother was sick and I had so many errands to do I didn't have time to prepare it." The anti-moderns are walking fast, discussing the class that they just left or the one which they are going to.

On account of the necessity of having two recesses the pupils have to stay in the lunchroom during the whole recess. Therefore at this time the lunchroom takes the place of the corridor. School activities are some of the things in which these groups have like interests. This is very evident at recess when the onlooker observes that these groups are talking together. As he walks along, he hears a group of boys discussing



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the baseball game of the day before. "Our team, wasn't very good at hitting yesterday. They didn't hit at the right time. That umpire wasn't fair, either, he favored the other side." The girls are elated over their victory over the teachers. One girl, who appears to be a member of the winning team said, "I am so glad we won. The teachers are the best teachers, but we're the best basketball players." Another group of girls are discussing the play they gave at the last meeting of the English Club. As the onlooker walks down a little farther, he notices a group of boys in one corner. Everyone seems interested in the speaker. As

he draws nearer he learns that the subject of discussion is the debate of the day before. "The negative side didn't stick to the point." "How could they when they didn't have any point to stick to," says another. Two members are debating upon a point when the bell rings which means that recess is over.

After the final bell has rung, the students come rushing out, the moderns first and then the anti-moderns. And soon, if the onlooker walks down the corridor, he sees only a vast opening of empty space:

THE AMERICAN HIGH SCHOOL

The evolution of secondary education in the United States has been a rapid and striking one. The past twenty years, especially, have seen an unparalleled growth of interest in higher education. During this short time the attendance in high schools has increased two hundred and ten per cent while the population has increased but forty-seven per cent. This rapid increase in attendance is a marked indication of our belief in secondary education.

This quite astonishing growth of high schools may be attributed to two causes. The first of these is a growing belief in education in general. The other cause, which is undoubtedly the most important, is the twentieth century idea of democratic education.

The educational policy in the United States was established by our early English ancestors. Their educational ideas, principles and habits greatly influence our modern day education. The first secondary schools were started in New England, and from thence spread over the entire country. Schools sprang up spontaneously in the first years of the settlement, the Boston Latin Grammar School being the pioneer. In 1647 the famous rescript of the General Court of Massachusetts Bay Colony put the matter on a legal basis. It said that every community which contained one hundred families must maintain a grammar school. Thus began the first secondary schools of America, the grammar schools.

The next period in education was marked by a decline of the grammar school idea. The academy, which was a great step forward, replaced the grammar school. The greatest advance was the period of the growth of the high school. It was really the beginning of what we would call high school education. The Boston Latin Classical High School, which was founded in 1821, was the first high school to be started in this country. The manner of its coming was in itself significant. In the first place it was an extension upward from the elementary education of the period. It was thus an

outgrowth of the popular education that was auspiciously started by the laws of 1647. Secondly, it was a local school, confined to narrow limits of territory. Again, it was introduced to meet special needs. The last but most important feature of all is that it was a public school. The high schools, however, still taught the classics with little or no variation in the courses. There were no practical courses and a high school education was of little avail unless the student attended college. This fault was remedied during the period which followed, known as the Period of Differentiation in high schools and high school curricula. This was the beginning of the real modern school.

The high school was first established to develop pupils by mental discipline so that they might fill usefully and respectably public and private positions for which the facilities had not been adequate. The main aim of our present day high school is to make a true citizen of the world, one who shall have a cementing and unifying power, and not be a mere member of a group with disintegrating tendencies.

The universality of high school education is the most astounding fact of all. This twentieth high school, after adapting itself wisely to all secondary school interests and organizing itself in close harmony with social, industrial and cultural conditions and opportunities, provides facilities for the attendance of all children of secondary school age and for all others who desire secondary school privileges. At present there is a growing tendency to make the facilities so worthwhile that they will not only attract attendance but almost compel it.

Social unity is greatly benefited by high school education. The secondary school is the foundation school for starting these ideals. The very psychology of the secondary school period shows that it is the vantage time of life for developing those habits of thought that make for industrial peace and true democracy in all directions. As a social instrument, high school is expected to



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accomplish at least three things. First, it must turn out young people trained for intelligent service. Secondly, it must prepare for that social and industrial intelligence the moral strength and rectitude necessary to good citizenship. Lastly, it must prepare such individuals as are capable and have the desire to obtain further training in some higher institution of learning. The facts alone are enough to prove that high schools are a national necessity and a public benefit.

High school is the greatest business enterprise of the age. The advances made along all lines have been stupendous. Not one part of the business has failed. Today more money is invested in public school property than it costs to run the federal government for one year. Every year each city constructs one or more school buildings. We can see clearly, by the constant and rapid advances, the interest and faith of the American people in secondary education. Within the past decade the increases in the value of property used for high school purposes and in current expenditures have been inconceivable. Never before have any people shown such willingness to tax themselves as our people are showing today, throughout the entire country.

There seems to be universal agreement that our educational system shall be in fact one system with a clear vision that the American high school shall be cosmopolitan in character, offering within its organization opportunity for the satisfaction of divergent individual needs. The extension of high school opportunities by American towns and villages to all is one of the greatest achievements of the century. No other country has ever been able to boast of an educational system that is as good as ours.

High school education is no longer a luxury but an intellectual equipment that is not limited to one class or creed. These are the cherished ideals of democracy at its highest and best.

The recognized relation that college-bred men and women bear to the promotion of social and industrial welfare needs no comment. The higher education of at least a part of the young people of every community is a social necessity. Trained leadership is essential, and the society of the future will in a large measure continue to look to higher institutions of learning for these leaders. Since the high school is rapidly supplanting most other forms of secondary education, it is the place where many college people must receive their preliminary training. The subjects taught in high schools are the tools of Higher Educational Institutions. The relation of these people to the industrial life of the community is also very evident. Here, again, the high school must be the center from which most start.

Since the high school is such a determining factor in our system of education and in the development of national prosperity, the people should continue to foster its support as they have done. It is a winning proposition, and the people will always be repaid for the work that they do for education.

Weaver High School is an example of one of America's best high schools. In construction the building is unparalleled throughout New England. The school children of Hartford should realize this and strive to establish a record that will be as good as the school.

CLASS HISTORY OF 1924

Dramatis personae:

Entire cast consists of one fanatical professor and his victim, namely, a very dumb student. Curtain rises disclosing a school room during the year of 1950. A smallish table to the left rear is staggering under the weight of a monstrous dictionary. Flowers are placed here and there. At the rear are two couches upon which tired, nerve-shattered students may recline. The whole aspect tends toward modernism. At the left of the stage is a teacher's desk littered with paper, books, inkwells and demerit slips. In front of the desk and to the right of the stage stand half a dozen or more chairs.

At the desk is seated the fanatical professor, whom we take to be anywhere from thirty to seventy years old.

Prof.—Late again by two hours! Two hours by the clock! Outrageous! It is enough to tire anyone's patience. When I ask her to remain after school I wish she would not hinder me so. Well, this must be stopped. Demerits will do it if nothing else will. It is not well to give demerits. It is very harmful to the mental attitude of the pupil. But in this case it must be done. It **MUST BE DONE!** These hard-boiled flappers!

(Pupil is heard singing outside. After singing a few notes, she informs person outside of teacher's numerous failings.) Enter pupil.

Pupil—Good afternoon. I'm not late, am I?

Prof.—Why—a—er—er—of course not. A—at least, not perceptibly so. If it would not inconvenience you in any way, I think we might begin the history lesson. Would you care to sit down?

(Pupil takes out picture book and sits down.) (Teacher hunts for history book and finds it in waste basket.)

Prof.—I'm very sorry to have kept you after school, but you really ought to have known your lesson. Now I will first ask

you about the question upon which you failed this morning. Will you please tell me what the most important event of the year 1920 was?

(Pupil does not hear.)

Prof.—(Plaintively) Miss Calculate! What is the most important event of the year 1920?

Pupil—Bobbed-hair came in vogue.

Prof.—Such stupidity! Must I repeat that that auspicious year marked the entrance of that memorable class of 1924?

Pupil—(Pupil snickers.) Oh yes.

Prof.—(Reprovingly.) You might be attentive. Those were the days! Ah, I can remember when with grammar school diplomas safely guarded at home, we marched bravely up to those ominous doors, from all outward appearances, but trembling secretly within. For was not each one of us about to enter upon a new phase of our work, and was not each one of us about to have a part in making the history of the class of 1924? I can see us now as we marched through those ancient halls of H. P. H. S., not quite knowing whether to show our fear or pride. But then, that first day was ruined beyond recovery when we timidly knocked for the first time on a class door. (Pupil snickers.) Ah, I remember the uproar with which those seniors, those lordly seniors greeted us. On those seniors, those hulking, stuck-up brutes; how we ached to grind them beneath our feet—but our feet weren't big enough. Soon we settled down into a steady routine of study.

Pupil—That's a big joke!

Prof.—That first "D" affected us a great deal more than an "F" in our later sophisticated years could ever hope to. And then one day, that first demerit descended like a thunder bolt from the clear sky; and upon our arrival home another thunderbolt descended—and yet—we *were* just a little proud.

Pupil—I have an appointment; I must be prompt.



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Prof.—No, prompting was unheard of in my day, but the way you up-to-date pupils waste time is simply atrocious. In my day we never fooled. During our sophomore year I can—well—er, I think it might be well for me to retract that statement. Miss Calculate—Miss Calculate!—you will never pass the mid-year exam if you do not pay attention. As I was saying, I had better retract that statement. As I remember now there was a moderate amount of fooling. Of course we were no longer freshmen, we were very much more dignified, and furthermore we had someone upon which to bestow our scornful gaze. Some of our braver members entered clubs. As true merit cannot long be suppressed, and as in our class this true merit was discovered, they predicted great things for us. As you see, those things have happened.

Well, maybe you can continue?

Pupil—Not as well as you.

Prof.—(Angrily) Is there any good reason why you don't know your lesson?

Pupil—Yes, decidedly so. There was a sale of chocolate covered cherries at Alderman's yesterday.

Prof.—Did—a—you say sail? Well, now! I remember how we sailed through our junior year. Why—

Pupil—Oh, I remember that part of it! It's in this book.

Prof.—That's a wonderful book. I was not the only one who was interested in our class. An editor of a well-known newspaper edited that book for the purpose of preserving the marvelous records of our illustrious class. What! Are you still looking? You will find it on page 213, second paragraph.

Pupil—Oh, yes. (Reading) The junior class entered with more dignity and pomp than any of the other classes, for obvious reasons. The freshmen and sophomores were now juniors. Lo and behold! No longer did they look upon the lordly seniors with awe and wonder. THEY were juniors! In that memorable year came the inauguration of the Choir Monitor system. This marked the beginning of better music and

good discipline. Then the banking system was installed, teaching more than one person the meaning of thrift and economy. The Owlet, then consisting of a few pages, was enlarged to a miniature newspaper of nine pages. In the line of athletics, the interclass games started, showing spirit and ability. For the girls, the Interior Decorating club first made its appearance, teaching how, when and why it is best to furnish a home in good taste.

(Aside) Now that is entirely superfluous. You can find completely furnished homes in every evening's paper. (Reading) Then came new fashions in dress, to which the juniors as well as other unfortunates became attached, namely, King Tut patterns. There were brightly colored dresses, and the boys helped the fad along by wearing brilliant yellow ties spattered here and there with red. Other such pleasing combinations could be worn, but yellow and red seemed most popular. Another such display of fastidiousness was shown in the apparel of some boys who owned red and black checked flannel shirts. Nevertheless, the two could be worn together without being followed by some disastrous effect. (Pupil stops for breath.)

Prof.—(Beaming) Excellent! Continue!

Pupil—That year marked the downthrow of a friendly enemy, New Britain, at their own field. To the victor belong the spoils. On the whole, it was altogether a full and happy year. No longer were they considered inferior by others (never by themselves), but were considered superior (mostly by themselves). It can be safely said that the junior year was both a successful and enjoyable one. (Pupil closes book.) Ah—

Prof.—There is only one thing that I can criticize in your recitation. You forgot to mention the "A" that I received in mechanical drawing.

(Clock strikes four.)

Pupil—Why, it's four! I feel faint! I must have my Condensed Food pills.

Prof.—Faint? You aren't going to faint!

Pupil—Such stupidity!

(Enter boy with tray.)



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Prof.—Why—a—a, I demand an explanation!

Pupil—Why, haven't you heard of Alderman's Condensed Food pills? Would you care for one? (Hands professor a pill.)

For certain physiological reasons, as I have been taught, one can not think after eating. Besides this history book isn't interesting and it hasn't any pictures. Now suppose YOU tell me something about your class.

Prof.—Certainly, certainly. Shall I start at the beginning?

Pupil—Oh, Heavens no! Let's hear about your senior year, the clubs, committees, school, and anything else of interest.

Prof.—What would you like to hear first?

Pupil—About the school.

Prof.—Oh, yes, our school. I can see it now—a beautiful yellow brick building made with every modern convenience. It was necessitated by the rapid growth of this section of the city. The old H. P. H. S. was fairly groaning under the weight; so in the Spring of 1922 the first shovelful of brown dirt was turned for the new Weaver High School. On February 8, 1924, its long halls were humming in a babbling tide of studious students.

Pupil—Did you come here directly at the beginning of your senior year?

Prof.—Oh, no. At the very beginning of our senior year the old school turned us out, out into the cold, heartless world. Nevertheless they showed a spark of mercy and so we found ourselves housed in the Broad street auditorium. What a scene of confusion and disorder was there depicted each and every day! But, strange to say, our marks on the average showed much improvement. We tried to act as if we were extremely busy, and from the resulting noise one would credit us with a success. The Weaver choir and two glee clubs were organized.

Pupil—Let's hear about the glee clubs. I just adore singing.

Prof.—I am so glad that you spoke of that. I was a very active member. Mr.

Baldwin directed us, talked to us, and sang to us. The Glee Club concert was, with the aid of the orchestra, a complete success.

Pupil—I was rummaging through a pile of old newspapers the other day when I came across this item. (Reads.)

“Three Live Ghosts is very creditably executed by the Weaver Dramatic talent.” Do you remember anything about that?

Prof.—I should say I do—but to get back to our progress—with untiring zeal we energetically pushed forward, studying to the musical call of busy workmen and jarring rhythm of pneumatic hammers, passed our midyear exams (most of them at least) and, on the first day of our new term, marched proudly and expectantly through the doors of the new school.

Pupil—That's interesting, but don't stop. Surely you have more clubs than those which you have enumerated.

Prof.—Well (scratches head) to tell the truth I never was very much interested in clubs—I'm afraid that I can't enlighten you as to that.

Pupil—Oh my, and you're always talking about the class of 1924. I have an idea. Maybe that's in the history book. (Opens book.) Here it is. I'll read it to you. (Reads.)

“The last half year of the senior class of 1924 was one resplendent with active, progressive work. No sooner had the class entered the new building than numberless clubs sprang up on every side. In the inconceivably short time of two months the Weaver High School proudly boasted of a Debating, Dramatic, Latin, French, Classical, Science and two Glee clubs. An orchestra, students' council, a basketball, baseball, and football team. And because of the small number of pupils in the class, every one had a chance. Is it little wonder, then, that the number of books going home each night showed a marked decrease? Ah (looks accusingly at professor) I wondered if you studied real hard! (Pause.) Listen to this. (Reads.) As is expected of senior classes, of which 1924 was no exception, they were bitten by the uncontrollable desire to show off. Consequently they strutted about, puffed up their chests, and



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took delight in strolling into the study halls late to pitch out some unfortunate lower classman. There is one thing, however, upon which the class of 1924 may be complimented. The demerit system was relentlessly swept to nonentity. Great fame and renown was due the class for several distinct reasons. It is a question as to whether the class of 1923B is due the credit for having been the last united class, or whether the class of 1924 deserves the credit for being the first to graduate from the Weaver. It is the opinion of critics that the Weaver class of '24 was the model of its kind and should be placed as a standing example before the eyes of the world."

Pupil—That last is all bosh!

(Clock strikes the half-hour.)

Prof.—(Continuing.) That book fails to

mention that I was a member of the Boy's club. It is decidedly incomplete!

Pupil—(Yawning.) I have an appointment and I'm always prompt.

Prof.—Why—er—a—of course, of course.

(Pupil starts to go.)

Prof.—Could I—er—have another food pill? I have a queer craving within?

Pupil—Oh, b-o-o-o-o-ther!

Prof.—(Contemplating.) Those were the days!

Classes have come, classes have passed,
But of excellent classes, ours was the last.

ETTA WEINER,

W. HADLEY PRATT,

Historians.

CLASS PROPHECY 1924

Setting: Time—June 21, 1939.

Place—"Roll-In" Amusement Park.

Scene shows the fair grounds of the park. A tent is pitched in the foreground to the right. Placards are pinned here and there advertising the different side-shows. On the tent is pinned an advertisement reading as follows: "Clairvoyant needed for our side show." At the right of the tent is a table, and on the left the proprietor is seated, smoking a long black pipe.

A woman, evidently wishing to inquire about the want ad, enters from the opposite side. She glances first at the placard and then at the proprietor. She steps back timidly, and regards the man again. After a moment's hesitation, she straightens up and resolves to advance. She addresses the proprietor.

"Am I speaking to Mr. Roll-In?"

"Yes."

"I came in reference to the want ad."

"Have you any references? No? Then state your qualifications."

"Well, I graduated from the Weaver High School in 1924. Since then I have led a very unhappy life. But for the last five years I have been engaged in work of this sort."

At this point Mr. Roll-In seems to recognize the applicant, but he says nothing of it.

"Well, then, since you have no references I am afraid that you must prove to me your ability as a clairvoyant, since this position requires a very experienced and able one."

"Very well; I consent. You may ask me what you will in order to prove my efficiency."

"Do you need anything?"

"No. Just put this table in the center and let me have that chair to sit down."

He complies with her request, and she seats herself at the table.

"I must have a few minutes of silence and concentration."

(Silence ensues for three minutes.)

Proprietor—"Then tell me about your classmates; tell me what has become of Barbara Bill?"

Clairvoyant—"Barbara Bill? She is surrounded by many rich men—millionaires in fact, offering her their money and titles; but she does not accept. At last she marries a poor man for love."

Prop.—"What is the lucky man's name?"

Clair.—"His name? His first name is Warren. I cannot tell you more."

Prop.—"Well, perhaps you can tell me something about Evelyn Segal."

Clair.—"Segal? The name is a very famous one. Evelyn is president of the International Men Hater's Association."

Prop.—(Aside) "Quite a change!"

Clair.—"Now I see more of my classmates. There is a very busy Chop Suey House with an able man at its head—a former athlete—Harold Watson. Then, there are two very flirtatious waitresses, Molly Eager and Miga Codraro."

Prop.—"Well, go ahead."

Clair.—"Florence Gleason and Edith Bennett are still chums. They are teachers in the Weaver High School Department of English. They are constantly quarreling, however, as to which one shall give special help to the male students on "Comus."

Prop.—"What do you see for Esther Feir?"

Clair.—"I see her name with those of Rose Gipstein and Sarah Youlovsky, as tied for honors in the Washington Twenty-five Mile Marathon Race. Also I see fame connected with Rose Kappel and Julia Berger, students at the Fontainebleau School of Fine Arts."

Prop.—"Can you tell me anything about Bernadette Hoye?"

Clair.—"In her hand I see a club."



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Prop.—“Oh, then she is married?” (Aside: “This will surely catch her.”)

Clair.—“No, she is chief of the Hartford Police Force. Lately she has won much publicity by finally trapping a constant disturber of the community peace, Lillian Kelly, who is now serving her sentence in jail.”

Prop.—“How about Isadore Levine?”

Clair.—“He and Essie Epstein are partners in the ownership of an antique bookshop—they specialize in Latin Trots. Essie has just finished a Latin summary of the War with Japan.”

Prop.—“And Ada Katzman?”

Clair.—“Aha, quite a famous woman! She has taken over ownership of the Walter Camp Laboratories as instructor on How To Become Stout.”

Prop.—“Quite a profession!”

Clair.—“Here is a girl—Rosalind Feldman—she has succeeded in capturing the heart of the duke of Orleans while she was in Paris. She hopes to become the queen of France some day. Then I perceive a group of my classmates working together on a sort of scientific project—the names are not very clear to me yet—Oh yes! Reeva Joseph and James Kennedy in charge of the Simsbury Sanatorium for Crippled Grasshoppers and Blind Bats. In acute cases they have a special nurse, Lillian Cohn.”

Prop.—(Aside) “I guess this will trap her—I suppose Maurice Rosenblum is a success in the professional world?”

Clair.—“No, he has taken to literature; he has just finished a book, “The Ways of Women.” (She pauses and then begins dramatically.) “Now I see darkness and calamity impending over one of my classmates; Hilda Raphael was experimenting on a new explosive down by some brookside. In the water two sharks were swimming, Sophie Rosenfield and Sarah DuBrow. An explosion occurred, blowing all the powder off Hilda’s nose and knocking the eye-teeth out of one of the sharks!”

Prop.—“Yes, yes, go on; Lenora Noack, I suppose, is married by this time?”

Clair.—“Married, No! She has entered a convent which is situated near Storrs College. Here is another name that comes to me: Herbert Watson is the successful principal of the Seminary for Select Spinsters at Torrington.”

Prop.—“Have any others traveled as far as that?”

Clair.—“Yes. Mercedita Fisher is doing missionary work on the Fiji Islands, and Pearl Kostin is commander-in-chief of the American Expeditionary Forces in Czechoslovakia.”

Prop.—“So far, far away!”

Clair.—“But back here in America in Chinatown, New York, Josephine Sutherland is proprietor of the Cat’s Paw Cabaret, open day and night. Minnie Gerstein is the Egyptian solo dancer.”

Prop.—(Aside) “By George, she does know something!”

Clair.—“But another girl has followed a different career—Cecelia Svirsky has opened an office of Dental Hygiene for infants between the ages of two and six months.”

Prop.—(Indifferently) “Proceed.”

Clair.—“Now in New Britain I see a girl’s name in electric lights—The Wernick Nickellette Theater; orchestra leader, Julia Sklarinsky.”

Prop.—“What has become of Stanley Bishop?”

Clair.—“Bishop? Well, he is now editor of the Waterbury Herald, and Doris McKean is a daily contributor to the poet’s corner. The city has just erected a bronze tablet in appreciation of her work.”

Prop.—“And can you tell me anything of Arthur Fine? I suppose he’s in politics?”

Clair.—“Partly so. He is owner of the Checker Chain Stores, and in his spare time he is working on a second Bok Peace Plan, but as regards politics—Eva Beckerman has attained the position of private secretary to United States Senator W. Hadley Pratt.”

Prop.—(Aside) “She’ll do, she never could have guessed that.”

Clair.—“And there is more fame con-



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nected with the paint and brush; a portrait of Walter Green's, posed for by the former Follies' Leading Lady, Dorothy Ives, has won first prize in an International Contest."

Prop.—"And Esther Troub, what is she doing?"

Clair.—"Esther is engaged in settlement work on Fifth avenue."

Prop.—(Still looking for proof) "How did Etta Weiner's and Emma Garber's names happen to be in the Middletown Press?"

Clair.—"Why, in an advertisement. She and Emma are running a very exclusive Men's Haberdashery with special attention given to the Wesleyan students."

Prop.—"Hasn't one become a screen idol?"

Clair.—"Yes, indeed. Joseph Fournier and Marie Sullivan are starring in Mack Sennett's Bathing Beauties Comedies in Hollywood—and I hear the sweet music of a guitar lightly strumming under a young lady's window—it is Carlton Hill serenading Peggy Cowles."

Prop.—"Concerning Hollywood, there is another member of your class there."

Clair.—"Yes, I was coming to her. It is Orpha Ashwell, who has invented a new complexion cream that is being sold in enormous quantities to all the actresses in Hollywood."

Prop.—"If you tell me one more thing I will hire you."

Clair.—"Very well; in fact I do see more of my classmates legally famous. Harold

Smyth is the judge in a Superior Court where a smoking case is being tried."

Prop.—(Pretending to look surprised) "A smoking case? I don't understand."

Clair.—"Why, last night Lenola Antupitsky, owner of the Tourist's Road House, arrested Harry Arenson and John Barrett, who were disguised as women. The defendants testified that since the 27th amendment to the United States Constitution has been passed, which makes it legal for only women to smoke, they have longed for a good old puff so much that they were obliged to disguise themselves in order to indulge once more."

Prop.—"Very well, Miss Croll, you have proved yourself very efficient and you are hired."

Clair.—"How do you know my name? What has made you so interested in my class, and how did you know their names? Who are you, anyway?"

Prop.—"Oh, really, don't be so alarmed. Don't you recognize me? I, too, am a member of that famous class of 1924."

Clair.—(Studies him a moment) "Well, if it isn't Louis Rulnick!"

Prop.—"Yes, Helen, it is I. Are you quite recovered from your surprise?"

Clair.—"Yes, quite!"

HELEN F. CROLL,

Class Prophetess.

LOUIS J. RULNICK,

Class Prophet.

HOOZ HOO?

Most popular
 Busiest
 Wittiest
 Best looking
 Most conceited
 Best dresser
 Greatest spendthrift
 Thriftiest
 Neatest
 Best dancer
 Hardest worker
 Noisiest
 Most talkative
 Quietest
 Greatest flirt
 Most bashful
 Best sport
 Best athlete
 Most dignified
 Laziest
 Cutest
 Daintiest
 Peppiest
 Silliest
 Most serious
 Most courteous
 Most capable
 Most snobbish
 Most sarcastic
 Biggest borrower
 Most credulous
 Greatest nighthawk
 Biggest gold-digger
 Biggest bluffer
 Greatest heartbreaker
 Best all-around
 Has done most for W. H. S.

Girl

Etta Weiner
 Essie Epstein
 Doris McKean
 Etta Weiner
 Barbara Bill
 Nora Noack
 Esther Feir
 Rose Kappel
 Mercedita Fisher
 Evelyn Segal
 Essie Epstein
 Minnie Gerstein
 Esther Troub
 Lillian Kelly
 Hilda Raphael
 Lillian Kelly
 Nora Noack
 Dorothy Ives
 Bernadette Hoyer
 Hilda Raphael
 Orpha Ashwell
 Reeve Joseph
 Dorothy Ives
 Hilda Raphael
 Rose Kappel
 Mercedita Fisher
 Essie Epstein
 Barbara Bill
 Helen Croll
 Cecelia Svirsky
 Esther Troub
 Evelyn Segal
 Hilda Raphael
 Pearl Kostin
 Evelyn Segal
 Etta Weiner
 Essie Epstein

Boy

Isadore Levine
 Carlton Hill
 Isadore Levine
 John Barrett
 Carlton Hill
 Maurice Rosenblum
 Maurice Rosenblum
 Hadley Pratt
 Herbert Watson
 Warren Rice
 Carlton Hill
 Arthur Fine
 Arthur Fine
 Stanley Bishop
 Warren Rice
 Stanley Bishop
 Harold Watson
 Harold Watson
 James Kennedy
 Warren Rice
 John Barrett
 Stanley Bishop
 Herbert Watson
 Arthur Fine
 Walter Green
 Herbert Watson
 Hadley Pratt
 Warren Rice
 Carlton Hill
 Warren Rice
 James Kennedy
 Warren Rice
 Warren Rice
 Maurice Rosenblum
 John Barrett
 Isadore Levine
 Carlton Hill

ALPHABETICS OF 1924

A's for Antupitzky,
To classics she's turned.
She took four year's Latin;
How the midnight oil burned!

B is for Bennett,
With a queenly stride.
She's not very tall,
And not very wide.

C is for Croll,
And you'll have to confess
She cannot be beat
As a prophetess.

D is for DuBrow,
A smart little lass.
The valedictorian
Of this wonderful class.

E is for Epstein,
A girl of great merit.
Throughout four long years
She's not had a demerit.

F is for Feir,
The one with the hair.
She always is smiling,
For she hasn't a care.

G is for Gipstein,
With an ample waist.
In this class of ours
She fills a large space.

H is for Hoyer,
Bernadette, a long name.
She makes little noise,
But she's liked just the same.

I is for Ives.
This girl's changed her name.
You may not know her,
But it's "Dot" just the same.

J is for Joseph,
Reeva, you know her.
The longer she stays
The better you like her.

K is for Kelly,
A girl so demure,
We may know her better,
But we're not so sure.

L is for Lillian,
A studious student.
She's quiet and wise,
And exceedingly prudent.

A's for Arenson,
With the curly hair.
When it comes to girls
He's sure to be there.

B is for Bishop,
Of the "Chronicle" board.
Into his hands
The subscriptions poured.

C is for Carlton,
Some know him as Hill.
A large place in school
He's accustomed to fill.

D's for diplomas
We've worked hard to get.
Some of the others
Have not got them yet.

E's for excellent,
Also for poor.
What it means on reports
We are never quite sure.

F is for Fine,
Archie's his name.
We hope he'll some day
Be a speaker of fame.

G is for Green,
Of artistic turn.
The picture he draws
Will make your eyes burn.

H is for Harold,
The other Watson
When he sees F. Gleason
He sure will not run.

I is for Isadore,
The president guy.
He's filled all the chairs
Without batting an eye.

J is for Joseph,
Fournier is the rest.
On the football field
He is one of the best.

K is for Kennedy,
An expounder of thrift.
An attribute called
A very great gift.

L is for Louis,
Parts his hair in the middle.
What's that got to do with it?
Well, that's quite a riddle.



CLASS BOOK OF NINETEEN TWENTY-FOUR



M is for McKean,
A girl conscientious.
She tackles her Virgil
With a spirit relentless.

N is for Noack,
She seems to be blest
With that marvelous faculty
For tasty dress.

O is for Orpha,
"Awful Bashful" she's called.
It's because of her name,
Not her actions, at all!

P is for Pearl,
Often found in the ocean.
There's one in 227
And her name is Kostin.

Q is for questions,
The teachers did throw.
They looked in the books
But we had to know.

R is for Raphael,
Who may be a saint,
But the way she doth flirt
Makes us think that she—*isn't!*

S is for Svirsky,
Young lady so sage,
Who, as an actress,
Was really the rage.

T is for Troub,
Esther for short,
Who talks quite a bit—
Much more than she ort.

U is for Us,
On the class-book board.
These rhymes without reason
Have got us most floored.

V is for Vanity,
Which all seniors wear
To give all the freshmen
A terrible scare.

W is for Weiner,
Etta so fair,
On Saturday evening
To The Bond she'll repair.

M is for Maurice.
Look over the boy.
To sport latest styles
Is his greatest joy.

N is for Nothings
The teachers put down,
When in their classes
Fast asleep we are found.

O, what's the matter?
Do you feel quite bored?
Well, you write some poetry
For the Classbook board!

P is for Pratt,
Whose lengthy verbosity
To all who heard him
Was a great curiosity.

Q is for Queer.
On the faculty you'll find 'em.
They give us examples
And then make us grind 'em.

R is for Rice,
A nighthawk is he.
At each morning dance
He surely will be.

S is for Smyth,
Who was on the team.
His playing shone out
Like a brilliant sunbeam.

T is for Thomas,
Barrett's middle name.
He's a jolly good fellow,
And always is game.

U is for You
Who haven't been writ.
It's because the alphabet
Has few letters in it.

V is for Vigilance
We all have used
In avoiding the truth
When from gym. we're excused.

W is for Watson,
A youth fair to see.
Don't confuse him with Harold,
For this is Herb G.

XYZ, they come at the end,
And from our list they're cut,
For in trying to rhyme them
We got in a rut.

LATEST SONG HITS

There's yes, yes in your eyes	Evelyn Segal
Mindin' my business	Molly Eager
Why did I kiss that girl?	"Mutt" Rice
My gal Sal	Sarah DuBrow
Lazy	Maurice Rosenblum
Your eyes have told me so	Helen Croll
Once in a blue moon	An "A"
What'll I do?	Hilda Raphael
After the storm	Graduation
My lovey came back	Bernadette Hoye
Forgetful blues	Vacation
Nights in the wood	Keney Park
Who'll be the next one to cry over you?	John Barrett
That's to lose you	Mercedita Fisher
Smilin' thru	Doris McKean
Love tales	Mr. Crowell's theme topics
Who did you fool, after all?	Pearl Kostin
The girl on the magazine cover	"Eddy" Weiner
You know what I mean	"Dot" Ives
Somebody's wrong	Mr. Robins
I never realized	"Jim" Kennedy
If you could care	Orpha Ashwell
I wonder whether	It'll be an "A" or an "F"
The kind of a girl that men forget	"Bob" Bill
I love me	Carlton Hill
Linger a while	"Herb" Watson
You can't get along without 'em or with 'em	Mercedita Fisher
Bright eyes	Nora Noack
Just because you're you	Celia Svirskey
Wonderful one	Hadley Pratt
I won't say I will—and I won't say I won't	Esther Troub
Last night on the back porch	The cat knocked the milk bottle over
So this is love	Harold Watson
Barney Google	Arthur Fine
A kiss in the dark	Chaos
Pal o' mine	Stanley Bishop
Wait for the sunshine	Louis Rulnick

THE WEAVER HIGH SCHOOL

The Weaver High School is located in an ideal spot. Directly across from the front of the building is Keney Park, one of Hartford's beauty places. This, and the isolation of the place lend solitude and quiet, two things which are essential and advantageous to the students. The lawns, which are as yet undeveloped, are built in terraces, and wide walks lead across them to the various entrances. In the rear is to be an excellently appointed athletic field. Taken all in all, the outside of the building and the grounds are all that one might desire.

Upon entering the building we are struck by the artistic beauty of the interior. Over our heads are carved Aesop's fables, and those stories which we learned in childhood come into our minds as we gaze at them. The lobby, massive, well-lighted, and convenient, contains the office. That inherent fear of the place is almost driven from the student's mind by the beauty of the setting. To the right is a tablet in memory of Thomas Snell Weaver, after whom the school is named, and to the left is another tablet bearing the names of those who had part in the construction of the building.

The wide well-lighted corridors sweeping to each end of the building, with the numerous doors leading off them, lend another touch of beauty. Their symmetrical walls with artistic coloring still further enhance this beauty. Yet the real beauty lies in the rooms themselves. First among these is the library in the center of the second floor, and facing the delightful green of Keney Park. Here the quiet gray woodwork gives the peaceful atmosphere so necessary when one is browsing among the books which it contains. The windows on the corridor, and those on the outside, are of stained glass. The designs on them both interest and please one. Amid such surroundings one cannot help but study.

The real beauty spot of the building is, of course, the auditorium, which, although in a building separated from the main section, is still made easily accessible by a passage-

way. A pale blue ceiling gives one a feeling of vastness which is accentuated by the massive sweep of the gallery across the back. The immense stage and the decorations on the pillars and over the proscenium arch all blend to make this a perfect meeting place for the students. The seats are well arranged, and a softly spoken word in the front of the hall can be heard all over the place. In fact the utilities and conveniences of the place are as marked as the beauties. There is a rolling stage with over a hundred and fifty seats built in tiers upon it. This may be pulled forward, or pushed back and hidden by the sliding door of which there are two sets. The lighting of the stage is perfect. Behind the doors there are two large rooms which may be used as music rooms. One of the attractive features of the hall is the fact that it, like the gymnasium, may be cut off from the main building, and thus serve as an ideal place for community gatherings.

There are many other examples of the usefulness of the building. The printing room with its large press and the plentiful supply of type is another instance. Here all the school printing may easily be done by students who are interested in the work. The periodical room is just off the printing room and is useful in work on the school publications.

For those who are interested in mechanical work, the school offers much beside this branch of printing. The manual training department in the north wing is complete in every detail. Here are the latest mechanical devices for the working of metal and wood, with a modern foundry, and as an added feature an automobile engineering department. The mechanical drawing rooms are well lighted and well furnished with facilities that will delight the boy with a mechanical turn of mind.

For the training of a girl the school equipment is also complete. On the third floor are domestic science rooms where she may learn cooking and sewing and the other



CLASS BOOK OF NINETEEN TWENTY-FOUR



rudiments of home making. In the model apartment in the ground floor, she may even have the thrill of housekeeping with the latest of modern conveniences. To the girl who believes that woman's place is in the home, a complete training may be given with ease. It is expected that these rooms will be used by the girls for many outside activities. As added places for club activities, there are two large club rooms on the ground floor, which although they are not in use at present, will probably be decorated by the art department and put into use before long.

If, however, a business training is desired rather than either of these, there are the best facilities for this also. The commercial department contains all the latest devices for office work. In fact, there are even miniature offices where the independent young people may learn to be efficient stenographers and typists.

One of the chief aids for effective study in the building is the system of study halls. These are large rooms where the students spend their free periods. Previously the student was disturbed in his study by recitations going on in the same room. Here one may study in perfect quietude. There are two of these rooms each seating about eighty persons. In one (227) there are bookshelves around the walls of the room which will be filled with reference books.

On the third floor are the laboratories for the study of the sciences. These are, as should be the case, the lightest rooms in the building. All of the equipment of these

departments is of the best, so that the subject may be efficiently taught. The biology room at the south end of the building has an aquarium in which the student may observe some of the creatures about which he studies. The northern exposure is taken by the art department, and the best lighting is given by the studio windows that extend across the north wall.

The lunchroom is well constructed, equipped and arranged for service to the student body. The six counters are arranged in cafeteria style. The student takes his tray and slides it along the brass rail at the edge of the counter, helping himself to whatever food he desires. As he leaves the U-shaped passageway he pays the cashier, who is located in a convenient booth at one side. The apparatus in the kitchen is of the best, and only the best food is served.

The gymnasium, situated at the southern end of the school in a building of its own, is a large one with plenty of the best apparatus obtainable. The girls' showers and both of the separate locker rooms are airy and convenient. For outside activities such as basketball games there is a spacious gallery which will seat several hundred people. The gymnasium was also designed for community use.

Considered from all angles this school of ours is one of the best. The artist, the student, the athlete and many others are amply provided for. In short, we have a school which we may be justly proud of, and for the advancement of which we should spare no pains.

CARLTON E. HILL.

THOMAS - SNELL - WEAVER - MEMORIAL - HIGH - SCHOOL
- - HARTFORD - CONNECTICUT - -

FRANK - IRVING - COOPER - CORPORATION - ARCHITECTS - HARTFORD - & - BOSTON



THE H. WALES LINES CO., BUILDER, MERIDEN, CONN.

Ground Dimensions, 525 feet north and south, 225 feet east and west.

Academic central building four stories high.

Gymnasium in south wing. Assembly Hall in north wing.

Shops and heating plant in west wing.

First floor contains Administration suite, Class rooms, Commercial department.

Second floor contains Class and Study rooms, Recreation rooms and Library.

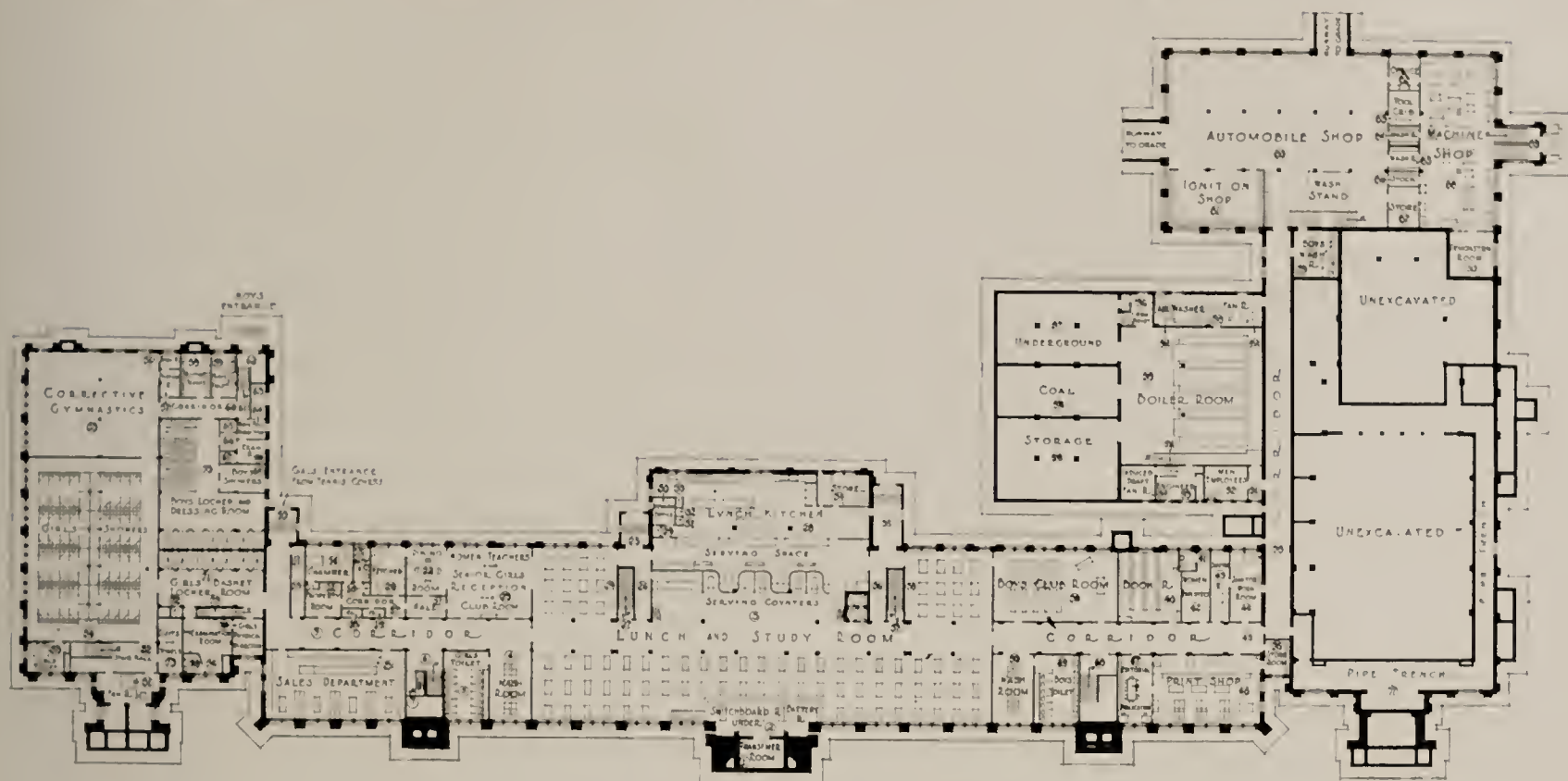
Third floor contains Recitation rooms, Science and Art departments.

Ground floor contains Lunch rooms, Printing shops, Model Suite.

Capacity of day school, 1800 pupils. Cost including equipment, \$1,500,000.00.

THOMAS · SNELL · WEAVER · MEMORIAL · HIGH · SCHOOL · · HARTFORD · CONNECTICUT · ·

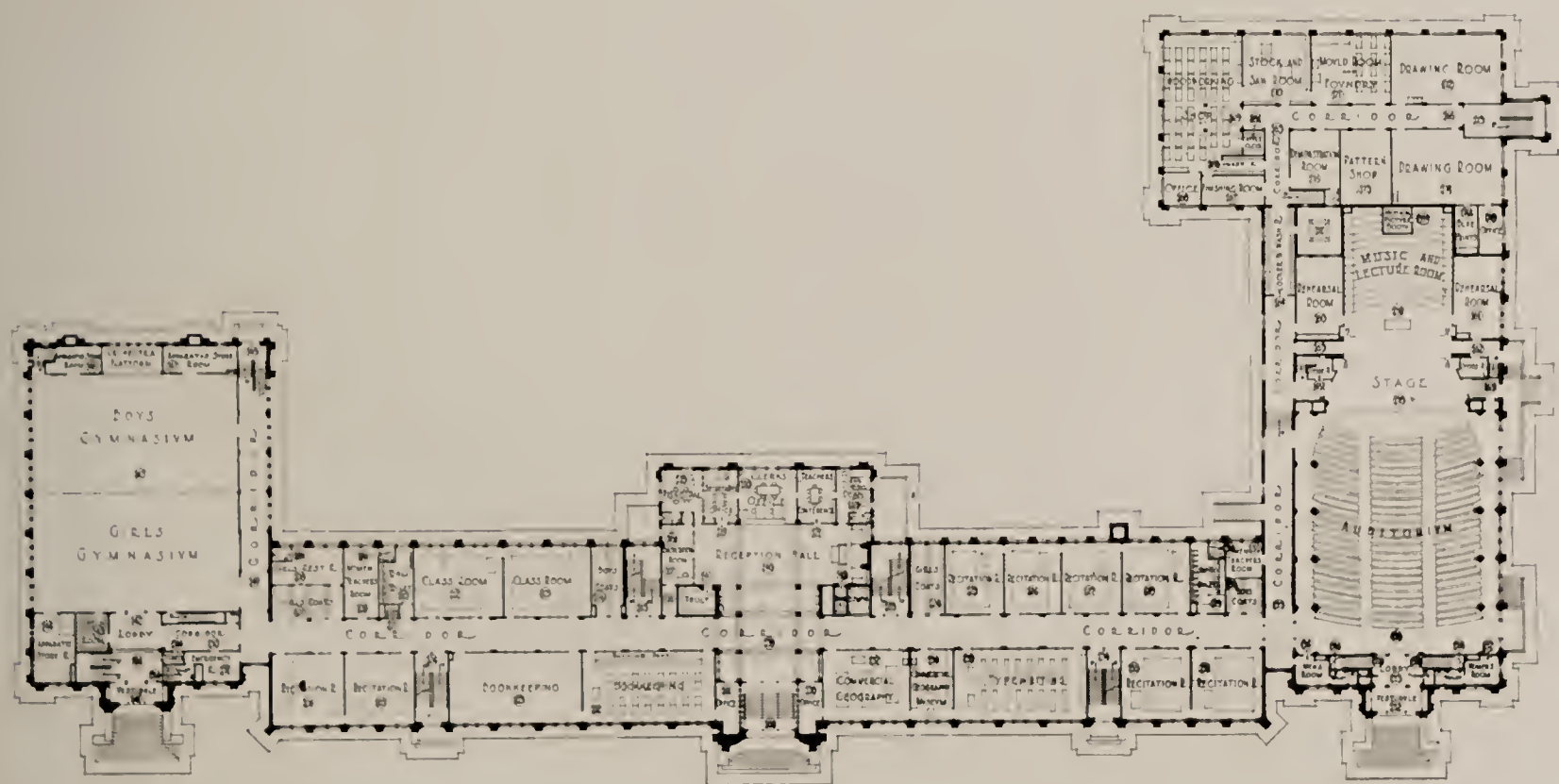
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GROUND FLOOR PLAN
SCALE 1/8" = 1'-0"

THOMAS · SNELL · WEAVER · MEMORIAL · HIGH · SCHOOL · · HARTFORD · CONNECTICUT · ·

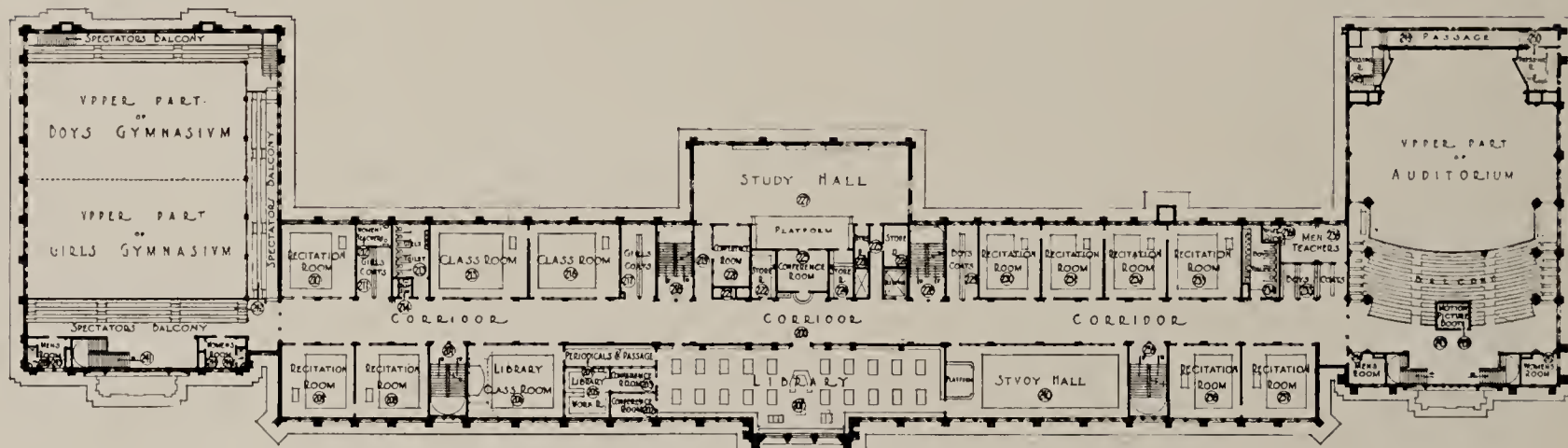
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FIRST FLOOR PLAN
SCALE 1/8" = 1'-0"

THOMAS · SNELL · WEAVER · MEMORIAL · HIGH · SCHOOL
· · HARTFORD · CONNECTICUT · ·

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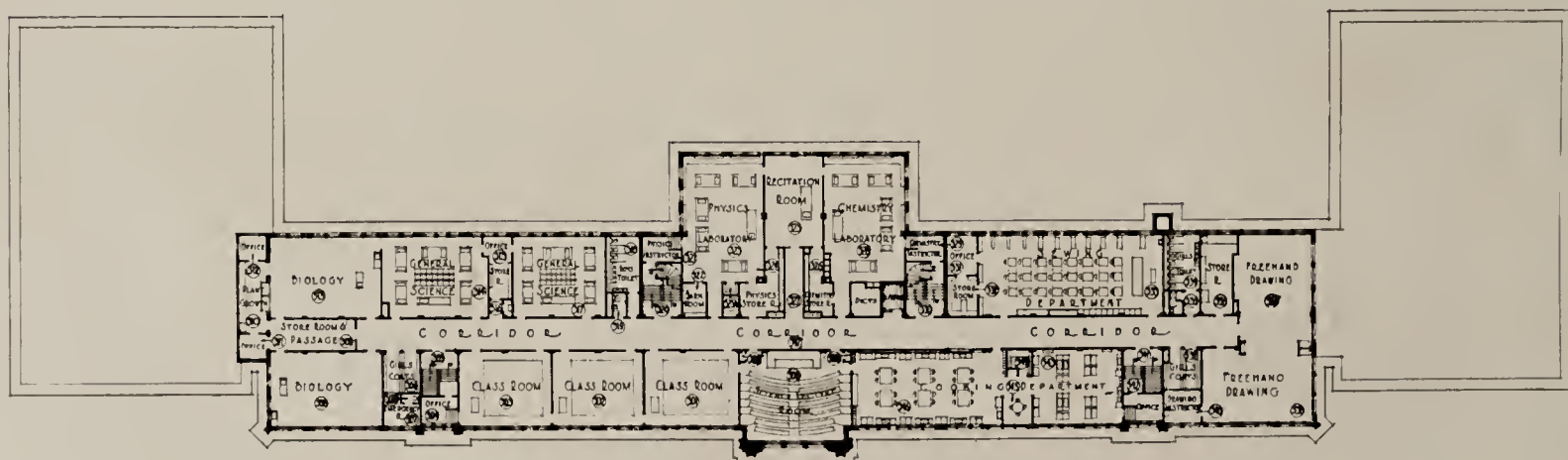


SECOND FLOOR PLAN

SCALE 1" = 10'

THOMAS · SNELL · WEAVER · MEMORIAL · HIGH · SCHOOL
· · HARTFORD · CONNECTICUT · ·

FRANK · IRVING · COOPER · CORPORATION · ARCHITECTS · HARTFORD · & · BOSTON

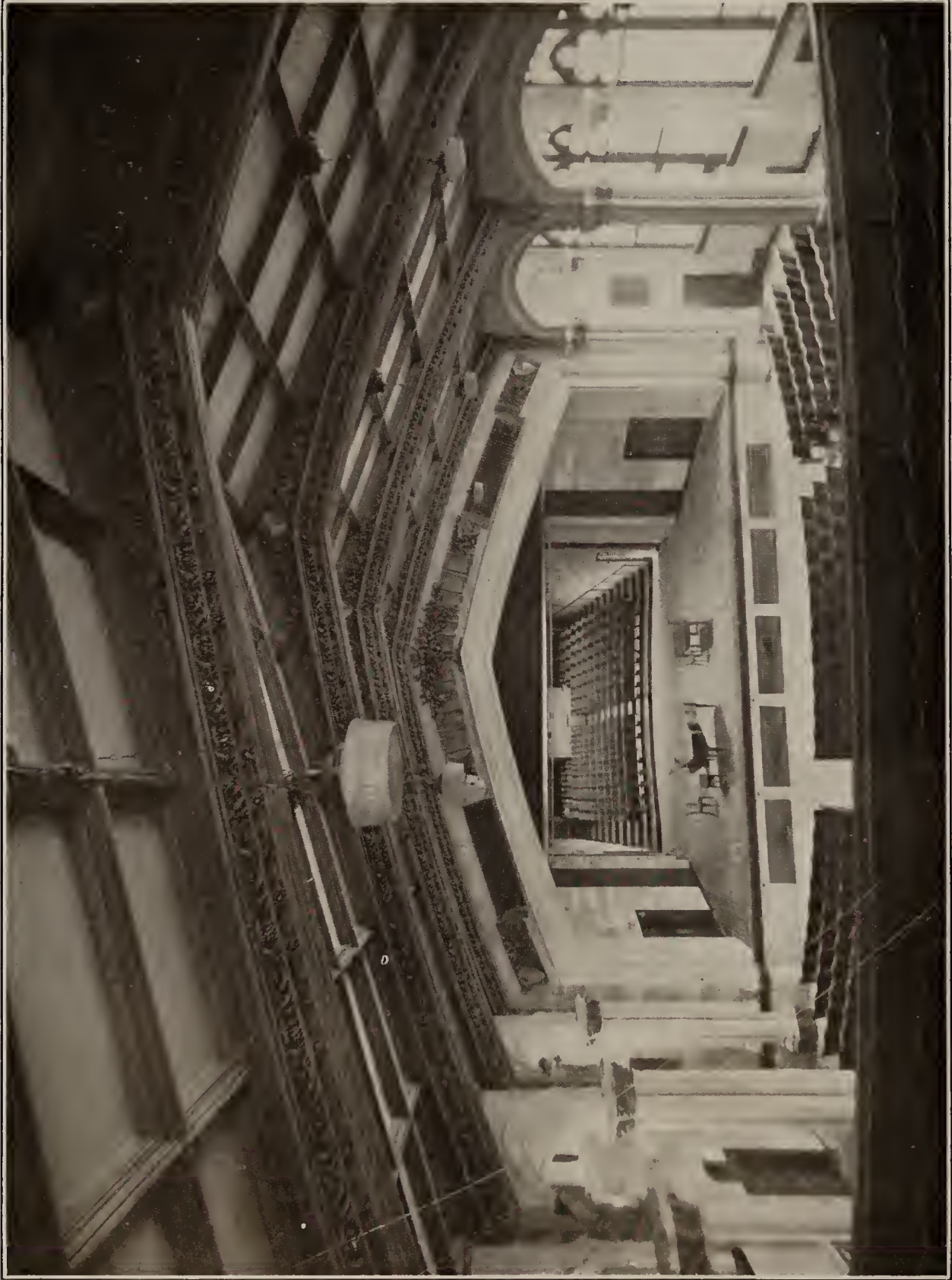


THIRD FLOOR PLAN

SCALE 1" = 10'



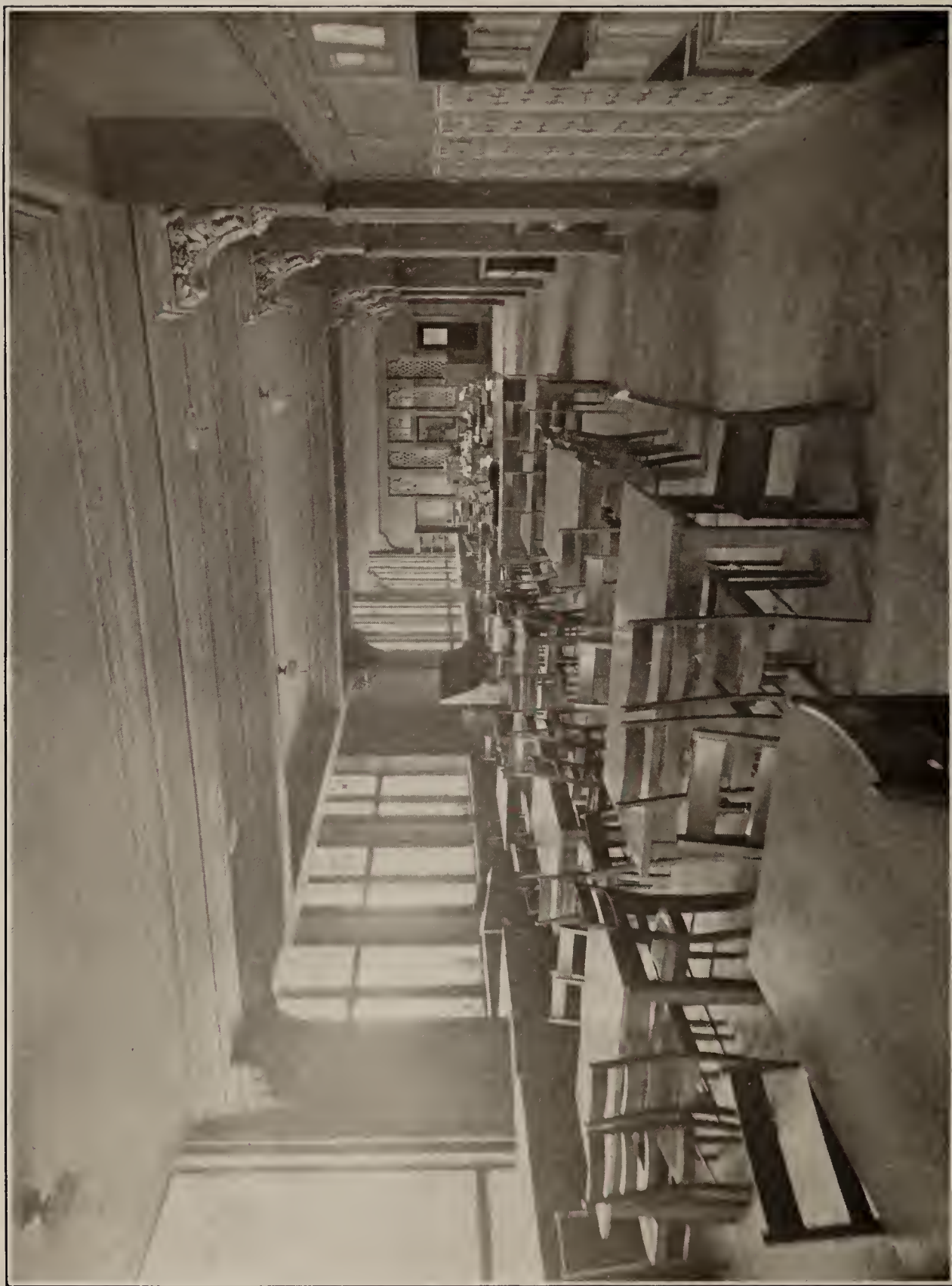
CENTER LOBBY AND MEETING ROOM



ASSEMBLY HALL, TOWARDS STAGE



ASSEMBLY HALL FROM STAGE; CAPACITY 1100 SITTINGS



LIBRARY AND CONFERENCE ROOMS



GYMNASIUM



ART DEPARTMENT, NORTH-WEST ROOM



DOMESTIC ART, SEWING ROOM

THOMAS SNELL WEAVER HIGH SCHOOL

The final year of the graduating class of 1924 has been made memorable by the opening and occupation of the new Weaver High School, one of the greatest acquisitions of the already splendid school system of the City of Hartford.

The Thomas Snell Weaver High School building is situated on a ten-acre plot of land which was a portion of the land owned by the Keney Park trustees. It lies between Bluehills Avenue and Ridgefield Street, a mile northwest of the center of Hartford, and is convenient to several lines of street cars.

The city has expended one million five hundred thousand dollars upon this building and its equipment, and it is the first of a series of new high school buildings designed to supplement the opportunities offered to the children of the city by the central high school, now outgrown both as to land, building and equipment.

In building the Weaver High School the city has been represented by two commissions, consisting of:

HIGH SCHOOL PLAN AND BUILDING COMMISSION

1920—1921—1922

NEWTON C. BRAINARD, Mayor

William H. Scoville, *Chairman*
Robert C. Glazier
Philip A. Mason
Samuel Rhein
Frank H. Vail

Edward Dugan, *Secretary*
Charles E. Hubbard
Frank E. Newton
Frederick S. Thompson
William H. Williamson

HIGH SCHOOL PLAN AND BUILDING COMMISSION

1923—1924

RICHARD J. KINSELLA, Mayor

Samuel Rhein, *Chairman*
John L. Bonee
Thomas W. Gunshanan
John F. Sagarino
Harry U. Tuttle

Edward Dugan, *Secretary*
Walter G. Camp
James H. Naylor
William T. Tobin
Herbert H. White

The commissions worked through their architect, The Frank Irving Cooper Corporation, of Connecticut, as to design, plans and general supervision. The direct oversight of the work was under the charge of John T. Henderson, Civil Engineer, of Hartford.

The builder was The H. Wales Lines Company of Meriden.

The organization of the Lines Company is remarkable in its insistence upon close co-operation between itself and those to whom it awards sub-contracts; this co-operation has given the citizens of Hartford a type of construction and workmanship seldom found in a city school building.

The architect has designed the exterior to provide the maximum amount of daylight in the several school departments.



CLASS BOOK OF NINETEEN TWENTY-FOUR



The construction is fire-proof throughout, materials being concrete, brick, stone, steel and fire clay tile.

The building has been so designed that each main department may conduct its exercises without in any way disturbing other departments, as each department has

its own entrances and exits, its own heating and ventilating plant, and its own lighting system.

The Thomas Snell Weaver High School is a model which it is safe to say will not be excelled for many years to come.





H. Walter Lmes

CLASS BOOK OF NINETEEN TWENTY-FOUR

The H. Wales Lines Company, builder of the Weaver High School, starting from very modest beginnings just sixty years ago this year, has had a most remarkable career until it now occupies a position as one of the leading building construction firms in this part of the country.

Mr. Lines worked as an apprentice at stonework, brick-laying and plastering, commencing August 1, 1854, under William N. Townsend in Hudson, Ohio, and completed his apprentice work with Dibble & Perkins of New Haven, June 3, 1859. As a journeyman he was in the employ of Smith & Sperry and Perkins & Chatfield, both of New Haven, and commenced work in Meriden on the first Monday in August, 1862, in the employ of the late George Bassett. May 22,

1864, he purchased the materials, builders' equipment and good will of George Bassett, and the partnership of Perkins & Lines was organized on the same date, and their business commenced May 23, 1864. January 31, 1878, Mr. Charles Perkins retired, and February 1, 1878, Mr. Lines and the late Henry E. Fairchild organized the partnership of H. Wales Lines & Co., which was succeeded February 1, 1888, by the present corporation, The H. Wales Lines Co., of which Mr. Lines has, from the date of its organization, been the president. The present officers of the company are: H. Wales Lines, president; Charles S. Phelps, vice-president; Wales Lines deBussy, secretary; Rowland R. Cooke, treasurer; William B. Lauder, assistant treasurer.

Schedule of Construction Progress of the THOMAS SNELL WEAVER HIGH SCHOOL The H. Wales Lines Co.

Builder	Meriden, Conn.
Contract signed	April 25, 1922
Foundations poured	June 15, 1922
First floor poured	July 15, 1922
Second floor poured	Aug. 15, 1922
Third floor poured	Sept. 15, 1922
Roof poured	Nov. 1, 1922
Steam turned on	Feb. 1, 1923
Contract date to complete	Dec. 15, 1923
Occupied by pupils	Feb. 1, 1924

Although the large majority of buildings erected by the Lines Company have been put up in New England, many other contracts have been completed at points as far distant as Virginia and Missouri. There is hardly a city in this part of the country which has not become familiar at one time or another with the "H. Wales Lines Company" sign on important construction work, and everywhere it appears it is synonymous with the highest grade of workmanship and the most thorough and conscientious type of construction. Striving always to main-

tain their enviable reputation, the Lines Company has always given the benefit of the doubt (if doubt should arise) to the owner, and by doing things just a little better than required by the specifications, have firmly established themselves in the confidence of their clients.

Letters of recommendation seem superfluous in connection with a firm of such high standing, but just to illustrate some of the points mentioned above it would be appropriate to quote from a few of such letters.



CLASS BOOK OF NINETEEN TWENTY-FOUR



Referring to a banking building built in 1905, the chairman of the building committee in a letter dated 1922 said in part: "From the time this building was completed until now it has not been necessary to expend the sum of one dollar to repair or replace any part of the work done by The H. Wales Lines Company;" seventeen years without a repair of any kind is a remarkable record! To show the real co-operation which is always characteristic of the company's *personnel* the following might be quoted: "Voted: that the clerk be instructed to convey to *** Messrs. H. Wales Lines Company, the contractors, the expression of their appreciation of the service which they have rendered to the school in the completion of the building within the time specified, and for the genuine interest and sympathetic co-operation which they have given to the trustees in every way." That the Lines Company often exceeds the requirements is well borne out in the following letter which is quoted in part: "With the new *** Hospital practically completed, the building committee wants to express to you its appreciation of the fine work that has been done by your organiza-

tion in every detail. This committee looked forward to the actual work of construction with apprehension, feeling that a great amount of personal supervision would be required by its members. From the start it became apparent that you intended doing even more than the specifications demanded to produce a building of which you, as well as ourselves could be proud."

It has been the consistent aim of the Lines Company throughout the erection of the Weaver High School to maintain or exceed, if possible, their former records. To this end they have worked in the closest co-operation with the architects, The Frank Irving Cooper Corporation, of Boston and Hartford. By placing this work in charge of their General Superintendent, Mr. Ernest B. Moss, and leaving the innumerable intricate details connected with the undertaking to Mr. L. C. Pierce, who has acted as "liason officer" throughout, they have been able to carry the construction of this "last word" in school building through to completion in a way highly satisfactory to all concerned.



CLASS BOOK OF NINETEEN TWENTY-FOUR



The following named concerns have furnished materials or executed sub-contracts for a portion of the Weaver High School building:

Windsor Cement Co., Inc.	Hartford, Conn.	Masons' Materials
White & Clark, Inc.	Hartford, Conn.	Marble and Tile
The I. L. Collins Co.	Hartford, Conn.	Pipe and Boiler Coverings
Hartford Wire Works	Hartford, Conn.	Wire Work and Grilles
Tull Brothers Co., Inc.	Hartford, Conn.	Hardware
C. H. Dresser & Son, Inc.	Hartford, Conn.	Millwork
Clapp & Treat, Inc.	Hartford, Conn.	Hardware
F. W. Barhoff	Hartford, Conn.	Lime
Capitol City Glass Co.	Hartford, Conn.	Glass, Leaded Glass, Glazing
George F. Smart & Co., Agts.	Hartford, Conn.	Steel Sash and Metal Case- ments, Metal Trim
Capitol City Lumber Co.	Hartford, Conn.	Lumber
The Cohn & Mandly Electric Co.	Hartford, Conn.	Electrical Work
Griffing-Scofield Elec. Co., Inc.	Hartford, Conn.	Electric Fixtures
Automatic Refrigerating Co.	Hartford, Conn.	Refrigeration
Spencer Turbine Co.	Hartford, Conn.	Vacuum Cleaning Installation
K. B. Noble Co.	Hartford, Conn.	Contractors' Equipment
Otis Elevator Co.	Hartford, Conn.	Elevators
The Marsden Steel Co., Inc.	New Haven, Conn.	Porete Roof Slabs
New Eng. Slate Blackboard Co.	Boston, Mass.	Blackboards
Johns-Manville, Inc.	New York City	Acoustical Installation
Pignat-Vicenzi Mosaic Co., Inc.	East Boston, Mass.	Terrazzo and Cement Finishing
Concrete Steel Co.	Boston, Mass.	Concrete Reinforcement
General Kompolite Co.	Long Island City, N. Y.	Composition Floors
Economy Concrete Co.	New Haven, Conn.	Artificial Stone
Emerson & Norris	Boston, Mass.	Artificial Stone
Pfotenhauer-Nesbit Co.	New York City	Face Brick
John F. Dolan	Leetes Island, Conn.	Granite
Zenitherm Company, Inc.	Newark, N. J.	Wall Coverings
Dolben & Company	Boston, Mass.	Enamel Brick
Adlerhurst Iron Co.	New Haven, Conn.	Ornamental Iron
Seeley & Lawson	Boston, Mass.	Sany-Metal Partitions
Anthony M. Zottoli & Bros.	Boston, Mass.	Models, Decorating, Carving
M. A. Dame & Son Co.	Boston, Mass.	Plumbing and Heating
Highland Paint & Wall Paper Co.	Springfield, Mass.	Painting
George F. Tracy Co.,	Boston, Mass.	Doors (Wood and Metal)
Muirhead Shops of Meriden, Inc.	Meriden, Conn.	Wall Finishing
American Painting & Dec. Co.	Boston, Mass.	Decorating
Lee Lash Studios	Mt. Vernon, N. Y.	Asbestos Stage Curtain
Hampden Paint & Chemical Co.	Springfield, Mass.	Waterproofing and Hardener
David E. Kennedy, Inc.	New York City	Cork Flooring
The Hatch & Barnes Co.	Worcester, Mass.	Millwork
Morandi-Proctor Co.	Boston, Mass.	Kitchen Equipment
The Hotchkiss Brothers Co.	Torrington, Conn.	Millwork
The Hart & Hutchinson Co.	New Britain, Conn.	Lockers
American Seating Co.	New York, N. Y.	Seating
A. G. Spalding & Bros.	Chicopee, Mass.	Gymnasium Equipment
The Porcupine Company	Bridgeport, Conn.	Structural Steel
E. Van Noorden Co.	Boston, Mass.	Skylights
The Geo. W. Reinhardt Co.	Boston, Mass.	Paints and Oils
The G. R. Cummings Roofing Co.	Meriden, Conn.	Roofing and Sheet Metal Work

SCOTT R. BENJAMIN

JOSEPH W. CONNOR

BENJAMIN & CONNOR

CONN. MUTUAL BUILDING

HARTFORD, CONN.

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Bonds*

Public Liability and Workmen's Compensation covering all building operations of the Contractors on The Weaver High School arranged by this firm.

John Daley Preu Weaver High School Yearbook Collection 1924 to 1970

John Daley Preu was born July 23, 1913 in Hartford, CT. . John was educated in Hartford, and received his degree in art illustration from the Pratt Institute in New York. He became an art teacher in 1937 at Weaver High School, the same high school that he graduated from in 1931. He retired in 1970 as the head of the Weaver art department. During his teaching years at Weaver, he collected a yearbook for every year he taught.

While he was a teacher at Weaver, he married Odile E Burke the daughter of the principle of Weaver High at the time, Frank H Burke. Yearbooks from 1924 to 1937 were originally part of Frank H Burke's collection of Weaver yearbooks but were given to John D. Preu to add to his collection.

The collection was inherited by his sons Mark and Christopher. In January of 2019 Robert James Ellis contacted them to borrow some of the Weaver yearbooks for his Weaver High Yearbook digitization project. Because of Ellis's interaction with Brenda Miller, director of Hartford Public Library History Center and being aware that the library was missing many of the Weaver High yearbooks from 1924 to 1970, Robert suggested to Mark and Christopher Preu that they could donated the collection to the library and they agreed.

All of the Weaver High Yearbooks from 1924 to 2010 except 1927B have been digitized and can be viewed for free by all on the Internet at archive.org. Robert Ellis is thankful to Tim Bigelow at the archive.org scanning facility in Boston for his advice and guidance while working on the Weaver High Digitization Project.

Thank you Mark and Christopher Preu for your donating your Dad's Collection.

